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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: (1) identifying gifted limited English speaking Indochinese third, fourth, and fifth grade students; (2) a successful inner city classroom; (3) interactional factors affecting access of black kindergarten students to participation structures and reading information; (4) a generic model for planning and evaluating basic skills programs in language arts for secondary school students; (5) transfer of beginning reading skills from Spanish to English among Spanish-speaking children in second grade bilingual classrooms; (6) a cultural approach to the study of attitudes and admission to literacy; (7) reading instruction in four urban third grade classrooms; (8) effectiveness in preaching; (9) the impact of a workshop approach on the process of composing expository writing for twelfth grade inner city college-bound students; (10) bilingual education to meet proficiency standards; (11) speech recoding and the reading process; (12) measuring the performance of nonstandard English speakers in an inner city high school; (13) the relationship between integrative motivation and standard English in black dialect speaking high school students; and (14) the assessment of inner city high school student writing. (FL)

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Abstracts of the following dissertations are included in this collection:

Bosma, Fanchon Frances Jones
A SYSTEM FOR IDENTIFYING GIFTED LIMITED ENGLISH SPEAKING INDO-CHINESE THIRD, FOURTH, AND FIFTH GRADE STUDENTS

Dabney, Norma Louise
SEE HOW IT RUNS: A SUCCESSFUL INNERCITY CLASSROOM

Diss, Ronald Edward
AN ETHNOGRAPHIC STUDY OF INTERACTIONAL FACTORS AFFECTING ACCESS OF BLACK KINDERGARTEN STUDENTS TO PARTICIPATION STRUCTURES AND READING INFORMATION

Evangelisto, Anthony Joseph
THE DEVELOPMENT OF A GENERIC MODEL FOR PLANNING AND EVALUATING BASIC SKILLS PROGRAMS IN LANGUAGE ARTS FOR SECONDARY SCHOOL STUDENTS

Faltis, Christian Jan
TRANSFER OF BEGINNING READING SKILLS FROM SPANISH TO ENGLISH AMONG SPANISH-SPEAKING CHILDREN IN SECOND GRADE BILINGUAL CLASSROOMS

Gilmore, Perry
"GIMME ROOM": A CULTURAL APPROACH TO THE STUDY OF ATTITUDES AND ADMISSION TO LITERACY

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DON'T BE TEACHIN' JOVITA WRONG: AN EXPLORATION OF READING INSTRUCTION IN FOUR URBAN THIRD-GRADE CLASSROOMS. (VOLUMES I AND II)

McMickle, Marvin Andrew
EFFECTIVENESS IN PREACHING: A STUDY OF THE PREFERENCES IN SERMONS AND THE INFLUENCE OF SERMONS UPON A BLACK BAPTIST CONGREGATION

Moore, Beatrice Sharpless
THE IMPACT OF A WORKSHOP APPROACH ON THE PROCESS OF COMPOSING EXPOSITORY WRITING FOR TWELFTH GRADE INNER CITY COLLEGE-BOUND STUDENTS

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BILINGUAL EDUCATION TO MEET PROFICIENCY STANDARDS: ANALYZING AN ALTERNATIVE

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SPEECH RECODING AND THE READING PROCESS: A STUDY OF LANGUAGE PROCESSING BY NONNATIVE SPEAKERS OF ENGLISH

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COMPETENCE VS. PERFORMANCE: MEASURING THE PERFORMANCE OF NONSTANDARD ENGLISH SPEAKERS IN AN INNER CITY HIGH SCHOOL

Stam, Yvonne Geraldine
AN ANALYSIS OF THE RELATIONSHIP BETWEEN INTEGRATIVE MOTIVATION AND STANDARD ENGLISH IN BLACK DIALECT-SPEAKING HIGH SCHOOL STUDENTS

Wittstein, Sandra Shor
FOUR CASE STUDIES: AN ANALYSIS AND ASSESSMENT OF INNER-CITY HIGH SCHOOL STUDENT WRITING USING THREE MEASURES OF THE WILKINSON MODEL OF WRITING MATURITY

A SYSTEM FOR IDENTIFYING GIFTED LIMITED ENGLISH SPEAKING INDOCHINESE THIRD, FOURTH, AND FIFTH GRADE STUDENTS

Order No. DA8315893

BOSMA, FANCHON FRANCES JONES, PH.D. *University of Denver*, 1982. 162pp.

Current research revealed that several possible methods for identifying culturally different gifted students were being developed. There was an apparent void in available information concerning a system for identifying the gifted limited English speaking (LES) students. The purpose of the study was to validate a system which would identify gifted LES Indochinese elementary school children at the third, fourth, and fifth grade levels.

The study was exploratory in nature and involved four groups of children selected from the Denver Public Schools. These groups included: 30 gifted English speaking students (selected from the Denver Public Schools gifted and talented program), 30 gifted LES Indochinese students (selected from a validated checklist of culturally different gifted characteristics), and for comparison 18 nongifted English speaking students and 18 nongifted LES Indochinese students. The students were distributed evenly among grade levels and between the sexes.

Renzulli's model (1978) describing three inter-locking cluster of traits; intelligence, task commitment, and creativity was used in this study to determine giftedness. The major purpose of the study was to ascertain if a battery of tests measuring Renzulli's interlocking clusters of traits could identify the gifted LES Indochinese student. Measurements selected for the study included: the Coloured Progressive Matrices to measure intelligence, the Arthur Stencil Design I and the Parent Questionnaire to measure task commitment, and the Torrance Tests of Creative Thinking, Figural Form B to measure creativity.

The data from the testing instruments were statistically analyzed using descriptive statistics, analysis of variance (trend analysis), correlation techniques, and a step-wise regression analysis. Important findings were that the Coloured Progressive Matrices and the Arthur Stencil Design I were discriminating in selecting the gifted students (English speaking and LES Indochinese) from nongifted students (English speaking and LES Indochinese). Their scores met or exceeded the minimum number for this study to indicate giftedness. The gifted scores on the Parent Questionnaire and the Torrance Tests of Creative Thinking, Figural Form B did not meet the minimum number to determine giftedness for this study. Another finding in the investigation confirmed other research studies on creativity, fourth grade students scored lower than third or fifth grade students on the Torrance Tests of Creative Thinking, Figural Form B. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

SEE HOW IT RUNS: A SUCCESSFUL INNERCITY CLASSROOM

Order No. DA8318158

DABNEY, NORMA LOUISE, ED.D. *University of Pennsylvania*, 1983. 226pp. Chairman: Dr. Morton Botel

The reading achievement of low-socioeconomic-status (SES) Black students has tended to lag behind the achievement of their higher-SES-Black and White counterparts beginning in kindergarten, with the gap widening as the students advance in grade. According to the latest National Assessment of Educational Progress, Blacks, children of the poorly educated, and children who live in impoverished communities are much less likely to write "good, expressive papers" than are students who live in affluent communities.

Educators have begun to demand that successful teaching practices be studied so they can be modeled. Studies have shown that the teacher is the most important variable in determining students' reading achievement (Bond and Dykstra, 1967; Harris and Morrison, 1969). Inferences about what more-effective teachers do have grown out of many correlational studies of groups of teachers (Tikunoff, Berliner, and Rist, 1975; Soar, 1973; Stallings and Kaskowitz, 1974; Brophy and Evertson, 1974; Kean et al., 1979; Madden, Lawson, and Sweet, 1976). This study provides an ethnographic description of one innercity classroom in which the teacher has been consistently successful in teaching reading and writing to low-socioeconomic-status-Black students.

Mildred Gray, the fictitious name for the teacher who is the focus of this study, has not only consistently helped low-SES-Black students to become competent readers, but has also assisted them in writing as well as the average student in Grosse Pointe, Michigan--one of the most affluent communities in the country.

Over a period of two years, her classroom was studied in the context of the school and the school system of which it is a part. An in-depth, narrative description is given of a day in her classroom, and this is viewed in the context of how the school year began and ended. Conclusions are drawn and relevant research is cited that supports and conflicts with these findings.

AN ETHNOGRAPHIC STUDY OF INTERACTIONAL FACTORS AFFECTING ACCESS OF BLACK KINDERGARTEN STUDENTS TO PARTICIPATION STRUCTURES AND READING INFORMATION

Order No. DA8324370

DISS, RONALD EDWARD, ED.D. *Virginia Polytechnic Institute and State University*, 1983. 177pp.

This study examined factors related to how the interactive behaviors of a group of Black kindergarten children, as demonstrated within the social organization of the classroom, may be related to the reading readiness achievement outcomes. Cultural differences in language use, the demands for cooperation in mainstream schools, and established patterns of social interaction were examined as reasons for differential outcomes among blacks. Verbal and non-verbal forms of expression and social interactions, as displayed by students and teacher in the classroom are related to whether students gain access to participation structures and, therefore, learning opportunities. In this ethnographic study participant observation was the method used to collect data.

In the research classroom, linguistic form was not a factor in gaining access to participation structures. This study suggests, however, that access to reading information was limited to competent students who complied with social and academic demands to gain access to participation structures operating in crucial lesson segments and therefore, learning opportunities.

THE DEVELOPMENT OF A GENERIC MODEL FOR PLANNING AND EVALUATING BASIC SKILLS PROGRAMS IN LANGUAGE ARTS FOR SECONDARY SCHOOL STUDENTS

Order No. DA8311537

EVANGELISTO, ANTHONY JOSEPH, ED.D. *Temple University*, 1983. 168pp. Major Adviser: Dr. H. Bernard Miller

Effective basic skills programs in language arts for secondary school students were examined and found to contain certain recurring elements, clusters, and design. Some of the elements were judged to be critical: Student motivation strategies, Student monitoring system, Practice, Program management system, Specified teaching behaviors, Diagnosis of student need, and Program materials. Other elements include: Team learning, Staff development, Staff/student ratio, Collaboration, Time management plan, Team teaching, and Individualization.

The elements formed four district clusters: focus on the student, focus on teaching and learning, focus on organization, and focus on the teacher. The design in the model programs comprised four components: Goals, Preparation, Implementation, and Assessment.

Existing evaluation models were examined and applied to basic

skills programs. The selected models focusing on program parts and design did not include all of the program elements, clusters, and design found in effective basic skills programs.

A generic planning and evaluation model was developed and applied to selected basic skills programs not previously examined. The generic model was able to identify critical elements, clusters, and designs found in basic skills programs in language arts for secondary school students.

During these times when funds are limited and the public is concerned about basic skills, it is necessary that basic skills programs succeed. Use of the generic planning and evaluation model by planners, managers, and evaluators will increase the chances that a basic skills program in language arts for secondary school students will be an effective program.

TRANSFER OF BEGINNING READING SKILLS FROM SPANISH TO ENGLISH AMONG SPANISH-SPEAKING CHILDREN IN SECOND GRADE BILINGUAL CLASSROOMS

Order No. DA8320706

FALTIS, CHRISTIAN JAN, PH.D. *Stanford University*, 1983. 199pp.

The purposes of this study were two-fold. The first purpose was to examine the cross-lingual transfer of beginning reading skills among 49 second grade Spanish-English bilingual children who had been taught reading in Spanish only. The results of the assessment along with the students' English language proficiency score were then used to address three research questions: (1) What is the relationship between Spanish decoding skill and English decoding performance? (2) What effect does English language proficiency have on the relationship between Spanish decoding skill and English decoding performance? (3) What effect do different orthographic patterns have on the relationship between Spanish decoding skill and English decoding performance?

The second purpose was to compare the English decoding reading performance of the bilingually schooled students with that of three groups of students who received reading instruction in English only. A fourth research question was formulated to address this concern. (4) How does the English decoding performance of the bilingually schooled student group compare with that of students who were taught reading in English only?

Major findings are presented for each research question. (1) The results showed that overall, students who had higher scores in Spanish reading performed better on English reading tasks. In most cases the relationship between Spanish and English decoding performance was linear. (2) English language proficiency significantly increased the amount of accounted-for variance in English decoding performance. The results also suggested that different levels of English language proficiency were needed to maximize the transfer potential gained from acquiring Spanish decoding skills. (3) The results did not support the hypothesis that students would decode orthographically legal English words more readily than English words composed of patterns not permitted in Spanish. (4) The results indicated that the bilingually schooled group on the whole performed as well on the English decoding tasks as native English-speaking first grade students with one full year of formal English reading instruction.

"GIMME ROOM": A CULTURAL APPROACH TO THE STUDY OF ATTITUDES AND ADMISSION TO LITERACY

Order No. DA8316022

GILMORE, PERRY, PH.D. *University of Pennsylvania*, 1983. 167pp.
Supervisor: Morton Botel

The research herein sought to identify and explore school and community perceived problems concerning literacy achievement. The three year study was conducted in a predominantly low-income, black urban community and in one elementary school whose faculty was about fifty percent black and white. The data were collected in and out of school and consist of personal observations, interactions and interviews documented over a three year period.

A major problem identified and voiced repeatedly by teachers, parents and administrators in the community was "attitude". A good attitude appeared to be central to inclusion in a special high track academic program in the school. Less than a third of the population in each intermediate grade level was selected for the special program. Though participation in the program did not guarantee literacy success it certainly maximized the chances for it. The key factor for admission was something everyone called "good attitude."

Students who were viewed as having good attitudes were also viewed as being good kids. Their label became part of their constitution and indicative of the individual's worth. Yet when the behaviors subsumed under the label "attitude" were examined the data indicated that the behaviors consisted largely of a set of linguistic, paralinguistic and kinesic adornments which were associated with a particular ethnic style and socio-economic class, rather than a set of character traits reflective of the nature of individuals.

Despite the presence and demonstration of literacy competence, many of the children were never seen as possessing such skills due to the fact that performances of their competencies were contextualized and embedded in attitudinal displays that were considered inappropriate and associated with black "street behavior." Thus the study demonstrates that the underlying process involved, seems not to be the acquisition of literacy--implying a growing set of reading and writing skills. It appears instead to be an exchange to appropriate attitudes for what can be more accurately described as an admission to literacy, a gate-keeping enterprise.

DON'T BE TEACHIN' JOVITA WRONG: AN EXPLORATION OF READING INSTRUCTION IN FOUR URBAN THIRD-GRADE CLASSROOMS. (VOLUMES I AND II) Order No. DA8320715

HAGBERG, HILMA MARJORIE, PH.D. *Stanford University*, 1983. 785pp.

The study sought to identify and describe teaching behaviors that may be associated positively or negatively with the reading achievement of low-income Black children. The purposes of the study were: to understand the nature of effective reading instruction for minority children, and through a qualitative analysis, call educator attention to previously unexamined aspects of urban classrooms.

Student scores on standardized reading tests were used as the basis for selection of teachers at two inner-city schools. The researcher observed the activities of each of two pairs of teachers for four weeks, with each pair consisting of one teacher identified as more effective and one teacher as less effective.

Educational Criticism, a qualitative form of educational evaluation, was used for the identification, description and appraisal of teaching behaviors. Closely allied with the aesthetic traditions of criticism and connoisseurship, Educational Criticism seeks to disclose the distinctive characteristics of classroom life through: use of vivid language, provision of thick description, identification of the classroom's pervasive qualities, and theoretical interpretation of observed classroom practice. Connoisseurship, the basis of criticism, presupposes that the educational critic possesses a broad academic and experiential background.

Two kinds of data resulted. First, educational criticisms of each classroom provided detailed analyses of numerous qualities ranging from a lack of individualized instruction to teacher response to cultural and linguistic differences. Second, the educational criticisms permitted identification of qualitative differences between more effective and less effective teachers in five areas: Time, Curriculum Content, Methods, "Messages," and Response to Milieu. For example, the narrowly focused reading curriculum of more effective teachers excluded activities traditionally considered important to reading as well as overall child development. These teachers did not focus on story meaning, purposes of reading, complex questions, discussion, or use of learning modes other than memorization for

vocabulary development.

Major conclusions were that: (1) "quality of instruction" cannot be viewed as a single concept such as teaching methods, but rather as the interaction of a number of components within the five categories, and (2) Educational Criticism is a productive approach to both analysis of teaching and identification of subtle elements of classroom life which subsequently may be investigated through conventional research.

EFFECTIVENESS IN PREACHING: A STUDY OF THE PREFERENCES IN SERMONS AND THE INFLUENCE OF SERMONS UPON A BLACK BAPTIST CONGREGATION

Order No. DA8319251

McMickle, Marvin Andrew, D.Min. *Princeton Theological Seminary*, 1983. 149pp.

The purpose of this project, is to report on those factors that contribute to effectiveness in preaching, both in terms of sermon content and communication style, from the perspective of a single black middle class Baptist congregation in Montclair, New Jersey. The congregation of the St. Paul Baptist Church has grown by over 500 persons over the last 6 years. One hundred and fifty of those persons, the single largest bloc of new members, came from the black middle class. For purposes of this study, that group is defined as persons with at least a college education, now earning in excess of $20,000 annually, employed in a professional or managerial position, and living in a suburban community. The phenomenon of this growth, especially as it involved the black middle class, is what prompted the study.

The project wanted to discover several things from this group. First, what factors contribute to effectiveness in preaching, both in terms of content and communication techniques? Second, what impact do sermons have upon persons in this group? What, if anything, do sermons cause them to think, to do, or to feel? Third, to what extent did the preaching ministry at St. Paul Baptist Church, in terms of its style of communication and its content, contribute to their decision to affiliate with that congregation? And if the preaching ministry was not among the leading reasons, what were their reasons?

A sermon feed-back group of 20 persons was set up from whom the data was drawn. Fifteen of those persons represented the new middle class constituency that has joined since 1977, and served as my target group. There was also a control group of 5 persons, who represented the make-up of the congregation, in terms of socio-economic status and perspective on issues, prior to 1977. That group met over a period of four weeks, during December, 1982, to react to and reflect upon four of my sermons. The data was gathered on the effectiveness of those sermons through the use of questionnaires, written comments, and tape recorded conversation. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

THE IMPACT OF A WORKSHOP APPROACH ON THE PROCESS OF COMPOSING EXPOSITORY WRITING FOR TWELFTH GRADE INNER CITY COLLEGE-BOUND STUDENTS

Order No. DA8318170

Moore, Beatrice Sharpless, Ed.D. *University of Pennsylvania*, 1983. 199pp. Supervisor: Dr. Allan A. Glatthorn

The purpose of this study was to describe two instructional approaches--workshop and teacher-directed--to determine which was more effective on the process of composing expository writing. The study used pretest/posttest measures and participant observational data. Researcher/participant observer recorded 40 visits (20 with each group) in an in-depth description of writing skills taught, teacher behaviors, student behaviors.

Forty 12th grade urban college-bound seniors--20 in each group--experienced prewriting, drafting, revision, editing. Nine factors were identified in the analysis of the two approaches: class organization, audience, nature of writing in stages, prewriting ideas, preteaching skills, teacher feedback, peer feedback/peer editing, nature of interaction, evaluation.

During the 10-week study, subjects wrote 4 expository papers: process, cause/effect, comparison/contrast, definition. Two experienced teachers (trained as raters) scored pretest/posttest samples using the General Impression Marking System on a scale of 1 to 6. Statistical data revealed: pretest mean of 6.4, posttest mean of 6.3 for Workshop Group; pretest mean of 6.85, posttest mean of 6.27 for Teacher-Directed Group.

Conclusions of the study indicate that the workshop approach had no significant effect on the composing process of students and writing did not reflect significant changes as a result of their having anticipated in the workshop. Certain major factors seemed to account for negative results of the study: the students' unfamiliarity with process-oriented writing, the students' reluctance to work in groups, the teacher's unfamiliarity with process-oriented writing, the teacher's lack of effective management skills. Students' lack of self-discipline and their irregular attendance also seemed to be factors.

Two positive notes from study: five students who left the program for early admission to college did well on their sample writing and were placed in regular freshman English. They reported to teacher in the study that they attributed their success to having participated in the writing program. Secondly, teachers in the department who followed the study with interest have requested researcher/department head to conduct a workshop on process orientation and collaborative learning for them.

BILINGUAL EDUCATION TO MEET PROFICIENCY STANDARDS: ANALYZING AN ALTERNATIVE

Muranaka, Maureen Kiyoko, Ed.D. *University of Southern California*, 1982. Chairman: Professor John Stallings

Purpose. The study investigated the effectiveness of bilingual instruction, as opposed to standard or English-only instruction, in preparing students of limited English proficiency to meet state/district proficiency standards. It further investigated the role that student attitudes toward school has on learning.

Procedure. Matching proficiency test scores in reading, mathematics, and written composition from the Survey of Essential Skills were collected for 2 consecutive years for 98 fifth and sixth grade students from 4 elementary schools in the Los Angeles Unified School District. All students had been initially identified as being limited English proficient, Spanish speaking, upon entry at kindergarten and/or first grade; 47 had participated in a bilingual instructional program, 51 had been English-only program participants. Data were analyzed using a 2 x 2 analysis of variance procedure to identify differences in achievement between the groups and a *t* test to pinpoint when differences existed ($p \times .05$). A variation of the sign test was applied to the Instructional Objectives Exchange's Self-Appraisal Inventory which was administered to all participants.

Selected Findings. (1) Generally, English-only participants scored significantly higher in reading, mathematics, and written composition than did bilingual participants. (2) In terms of academic growth between the two years, both groups appeared to be keeping pace with each other. (3) There were no significant differences between fifth grade bilingual participants and nonparticipants. (4) Both groups had been prepared to perform at least at grade level skills.

Selected Conclusions. (1) In general, English-only participants were better prepared to meet proficiency standards than were bilingual participants. (2) Fifth grade bilingual participants were better prepared to meet proficiency standards than were sixth grade participants. (3) Students achieving at a higher academic level demonstrated a higher self-concept in relation to attitudes toward school.

School Recommendations. (1) The District should re-examine its criteria for determining language proficiency. (2) Staff Development

should be provided for all involved in education of limited English proficiency students. (3) Parents, especially those of limited English proficient students, should become more involved and participate more actively in the education of their children. (4) The District should continue to provide on-going monitoring and evaluation of bilingual program implementation.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

SPEECH RECODING AND THE READING PROCESS: A STUDY OF LANGUAGE PROCESSING BY NONNATIVE SPEAKERS OF ENGLISH

Order No. DA8317949

NOBRE, MARIA ALZIRA COELHO DA COSTA, PH.D. *University of Kansas*, 1983. 143pp.

Investigations of the reading process have looked into the role speech recoding plays in understanding written messages. Speech recoding--the transformation of printed symbols into a speechlike code in the reader's mind--has been viewed either as an essential step in the reading process or as a strategy used by the reader to lengthen the stay of the message in short-term memory while cognitive processes work out its meaning.

This study investigated speech recoding when Brazilian speakers of English as a foreign language heard and read English sentences. A change-detection paradigm was used. Presented with sentence triplets followed by a test sentence, subjects stated whether or not a lexical or semantic change had occurred in the fourth sentence. Speech recoding was prevented in half of the tests by subjects' counting while reading or listening.

Suppression of speech recoding had an adverse effect in both the auditory and visual modality for the less proficient group of subjects. For the more proficient group the suppression condition did not significantly affect detection of either lexical or semantic changes in the auditory condition. In the visual condition, however, long-term retention of wording, but not of meaning, was hindered by counting. The modality specificity of speech recoding suppression found in similar studies with native speakers of English was not observed in the present work.

It was concluded that subjects used speech recoding as an aid to memory when reading. Whereas suppression interfered with general processing capacity for the less proficient group, its detrimental effect was overcome by the more proficient subjects when processing the meaning of written sentences. The latter result was interpreted as supporting an interactive model of reading.

Finally, this research suggests that instruction in reading can provide foreign-language learners with a means to establish durable language memory traces and thus offer an adequate foundation upon which the spoken skills can successfully be added.

COMPETENCE VS. PERFORMANCE: MEASURING THE PERFORMANCE OF NONSTANDARD ENGLISH SPEAKERS IN AN INNER CITY HIGH SCHOOL

Order No. DA8311562

REID, MARY WALLACE, ED.D. *Temple University*, 1983. 82pp. Major Adviser: Dr. Donald Knapp

Statement of the Problem. It is supposed that the ability of nonstandard dialect speakers to write standard English is often misjudged by their teachers. The purpose of this study was to find out the degree to which nonstandard English speakers in an inner city high school demonstrate competence in standard English by successfully completing standard English sentences or analyzing their grammatical features. A secondary purpose was to determine whether nonstandard speakers gained in their linguistic repetoire during a term of school.

Procedure. One year prior to the implementation of the study, the English department of an inner city high school was asked to respond to a questionnaire designed to determine the need for the teaching various aspects of standard English. Areas included in the survey were: recognition of the subject in various positions, recognition and production of the subject, and verb (agreement), recognition and production of third person singular possessive form, production of independent and dependent clauses, and the production of complex sentences from simple sentences (sentence-combining).

Following the teacher survey, an instrument including those aspects of grammar that teachers felt students needed most to learn was devised and administered to 60 randomly selected students. Data for the pilot study suggest that a range of 46% to 84% of the students involved were able to complete items correctly. During the following school term 300 randomly selected students in grades 9 through 12 were administered the survey; a year later 90 of the original 300 were retested.

Results. The data suggest that a large number of urban students show competence in aspects of standard English prior to their entrance into high school, that grade level is not a determinant in linguistic competence, and that linguistic growth after a year's exposure to the secondary school environment is not significant.

Conclusions. The investigator suggests that there should be some widely disseminated means of locating urban students who have achieved competence in standard English prior to their entering high school so that they may be exposed to a more meaningful English program.

AN ANALYSIS OF THE RELATIONSHIP BETWEEN INTEGRATIVE MOTIVATION AND STANDARD ENGLISH IN BLACK DIALECT-SPEAKING HIGH SCHOOL STUDENTS

Order No. DA8321286

STAM, YVONNE GERALDINE, ED.D. *Temple University*, 1983. 153pp.

Studies of foreign language acquisition demonstrate that while aptitude often accounts for second language mastery, *Integrative Motivation* is also significant. Research on English-speaking students in Canada and foreign students in American universities conclude that persons learn languages better when they want to be members of the group speaking that language, and that integrative attitudes are often better predictors of success in a second language than intellectual aptitude.

Linguists have shown that Black dialect, the first language of many American Black people, deviates so dramatically from White "mainstream" Standard English as to constitute a discrete language system. Moreover, it is felt that school instruction in Standard English constitutes a "quasi-foreign language" situation. Indeed, many Black students fail to master Standard English much the same way that many foreign students remain limited in their mastery of a second language. This exploratory study examines whether Integrative Motivation is associated with second dialect acquisition for Black Americans.

Forty Black students from an integrated suburban high school participated in this study. A preliminary dialect survey reveals linguistic features both contrasted and shared by Whites and Blacks. "Editing" of Black dialect sentences to Standard English comprises the proficiency test. An attitude survey which substitutes adjectives for direct questions measures Integrative Motivation and related cultural orientations.

Chi-square and Pearson correlations are performed between Standard English Proficiency and attitudes, sex, and verbal achievement. Standard English Proficiency does not prove related to Integrative Motivation, but shows positive associations with verbal achievement on the Metropolitan Achievement Test, and negative associations with perceptions of similarities between Black and White cultures.

The results suggest that Integrative Motivation may not underlie a mastery of Standard English for Black Americans, and that many Blacks may not distinguish between their own and the superordinate White culture to the extent that foreign nationals do for a host culture. The study provides evidence of the need to establish clearcut limits for the treatment of second dialect as a second language. A closer examination of the relationship of Standard English Proficiency to perceptions of cultural dissimilarities is indicated along with other suggestions for future research.

FOUR CASE STUDIES: AN ANALYSIS AND ASSESSMENT OF INNER-CITY HIGH SCHOOL STUDENT WRITING USING THREE MEASURES OF THE WILKINSON MODEL OF WRITING MATURITY Order No. DA8323250

WITTSTEIN, SANDRA SHOR, ED.D. *University of Cincinnati*, 1983. 281pp.

The purpose of this dissertation is to analyze and assess the writing of four inner-city high school students who participated in a collaborative writing workshop in Cincinnati, Ohio between 1978-1980. The instrument of analysis and assessment is The Wilkinson Model of Writing Maturity (1979, 1980). This objective, multidimensional model was constructed by Andrew Wilkinson and his colleagues at the University of Exeter as a research instrument to obtain a clearer picture of the developmental writing features of seven, ten, and thirteen year old pupils. Consequently, the model enables researchers and practitioners to analyze and assess writing from a cognitive, affective, stylistic, and moral perspective. Because the researchers suggest that there is some overlap between Affective and Moral Measures, I have eliminated Moral Measure in this study.

Applying the Cognitive, Affective, and Stylistic Measures to representative pieces of discourse generated during the four students' Workshop tenure, I have attempted to discern in what ways particular writing tasks elicited linguistic, stylistic, cognitive, and affective responses. Following Wilkinson (1979, 1980), assignment, audience posited, writing function, writer's role, and specific task content precede the analyses. Each case study concludes with a graphic and verbal summation so that readers may visualize as well as conceptualize the writer's pattern of development.

Marilyn Sternglass (1981, 1982) suggests that the Wilkinson Model has diagnostic and evaluative possibilities for college freshman writers and could serve as a more effective instrument for evaluation than more narrowly conceived instruments. This research corroborates both suggestions. It also reminds us that writers, like the process we ask them to grapple with, are not linear. The in-depth writing analyses in the four case studies reveal the multidimensional nature of writers and discourse. They corroborate Wilkinson's assertion that "there are various models of English teaching in the most complete of which the learner is regarded as a communicating being . . ." (1980, p. 14).

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